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ABSTRACT

Using data tables to verify statements and highlight needed changes, this report provides accountability for the activities of Sacramento City College's (SCC's) Assessment Center from November 1, 1981 through March 31, 1382. After noting a 9.4% increase in Assessment Center use during the period, the report provides data on the reading levels of SCC students and shows that through assessment procedures students were being properly placed in English and reading classes. The next sections, summarizing research conducted at SCC, focus on: (1) an English curriculum evaluation project; (2) the effects of English as a Second Language courses on student competency levels; (3) non-English department research on reading level as a predictor of course success; (4) percentages of students assessed in various college divisions; and (5) a special study of reading scores and final grades in speech classes. The report then establishes priorities for the expansion of Assessment Center services. The bulk of the report and supplement consist of data tables and a detailed breakdown of assessmen. activities and results for specific classes. (HB)

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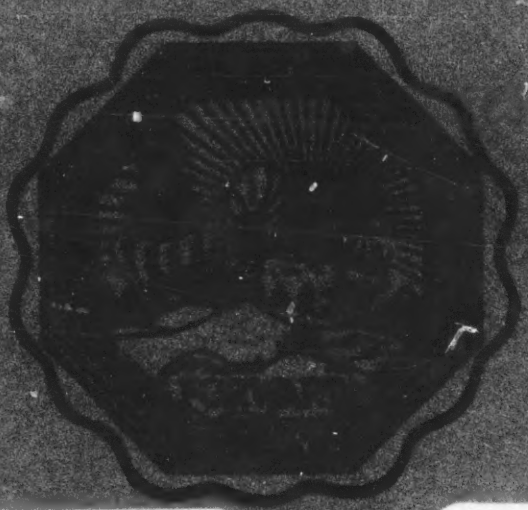
Semi-Annual Report on ASSESSMENT PROCEDURES

Fall 1981 and Spring 1982

MURRAY HAASE and LYNN ROBERTS



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ASSESSMENT CENTER
SACRAMENTO CITY COLLEGE
Los Rios Community College District

SACRAMENTO CITY COLLEGE
Assessment Center
May 14, 1982

Dear

Attached is a copy of the November 1, 1981 to March 31, 1982 research report of the Sacramento City College Assessment Center activities.

We hope that it will be informative and useful.

Respectfully,

Murray Haase
Lynn Roberts

SACRAMENTO CITY COLLEGE
Assessment Center
May 14, 1982

MEMORANDUM

TO: Mr. Burris, Mr. Tucker, Mr. Nadler, Mr. Rodgers, & interested personnel

FROM: Murray Haase and Lynn Roberts

SUBJECT: Semi-Annual Report on Assessment Procedures for Fall 1981 and Spring 1982 Semesters.

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SACRAMENTO CITY COLLEGE
ASSESSMENT CENTER
May 14, 1982

SEMI-ANNUAL REPORT ON ASSESSMENT PROCEDURES

FALL 1981 and SPRING 1982

SYNOPSIS

PURPOSE

This report has a sevenfold purpose. First, it provides accountability of Assessment Center activities from November 1, 1981 through March 31, 1982; second, it provides information regarding competency levels of our student population; third, it evaluates the results of the currently used placement/advisement procedures; fourth, it provides the administration with information as to the types and number of courses which need to be offered to meet defined needs; fifth, it evaluates the effectiveness of the English classes existing on each competency level; sixth, it supplies statistical information regarding the placement research activities of the Center; and seventh, it attempts to prioritize expansion of services keeping in mind the limitations placed upon the Center as a result of a lack of computerization.

In the interest of clarity and brevity only the final results are discussed in this synopsis. The tables are presented to verify statements which reflect change or needed changes. All the preliminary data plus the Supplemental Report are available in the Assessment Center. The Supplemental Report contains a detailed break-down of the data base into specific classes.

NUMERICAL STATEMENT & SCOPE OF SERVICES

The results of the Numerical Statement and Scope of Services Table (Table 1) reveal an increase in Assessment Center utilization of 9.4% over the comparable report period a year ago.

LEVELS OF COMPETENCY

The objective evidence revealed by an assessment sample which included 2,045 students revealed that 65.3% of our incoming and returning students were reading below the 13th grade level. (Table 2)

In the previous report period 39.6% of the students fell in the 13+ grade level. This figure has dropped to 34.7% during this current research period. (Table 2)

Of the remaining student population, 19.8% (405 students) were 1-2 years below the 13th year competency level, 19.3% (396 students) were 3 years below, and 26.2% (535 students) were four or more years below the 13th year level. In this latter group it was found that 12.2% (249) of the students were below the 7th grade reading competency level. This is an increase of 1.7% over the previous report period. It seems as the assessment process is expanded to include many students who are traditionally unassessed, the percent of students in the bottom competency levels increases.

A complete analysis of the changes in reading competency level which have occurred since the previous semester is found in Table 2A.

The information from Table 3 reveals the results of the placement activities used by the Language and Literature Division in the last three report periods.

		May 1981	November 1981	May 1982
LEVEL 3	(1A)	25.9%	29.8%	23.8%
LEVEL 2	(57 - 60)	25.0%	22.4%	21.5%
LEVEL 1	(55 + 56)	49.1%	47.8%	54.7%

This distribution places a total of 1,021 students in Level 1 for the current report period. This is an increase of 6.9% more than were in this level during the last report period. There was a decrease of .9% in the number of students in Level 2 and a 5.0% decrease in Level 3.

This shift in competency levels continues to reveal an increased emphasis on our basic support program with a resulting increase in the need for additional tutorial support and subsequent funding.

ASSESSMENT VERIFIES PROPER PLACEMENT

Students are being properly placed in the various levels of English and Reading classes. (Tables 4B and 4C) There is a decrease in the average competency levels from one class level to the next. The average reading score needed to achieve an "A" grade drops from an average of 69.1 (13+ grade competency level) in English 1A to 61.7 (13th grade competency level) in English 57, to 51.4 (10th grade competency level) in English 56, and 49.9 (10th grade competency level) in English 55.

It was found there was a perceptual drop in the reading competency level needed to achieve a "C" grade in English 1A and English 55. In all other composition courses this needed competency level increased. A 10th grade reading competency level was needed to pass English 53. (Table 4B)

A comparison of the average READING scores versus the average ENGLISH scores is revealed in Tables 4B and 4C. The correlation between final grades and average READING and average ENGLISH (composition) scores is comparable in both Tables. That is, the average scores in both areas shift progressively downward for any given letter grade in the English Tables the same as in the Reading Tables. (Tables 4B and 4C)

The Spring Semester 1981 research revealed that a student had to be reading in the upper 13th year to receive a "C" grade or better in English 1A. The raw score reading level needed to get a "C" grade in Fall 1981 dropped 1.7 points when compared to the last report period.

Furthermore, in the English 57 course (Level 2) only students whose reading scores averaged between the 12th - 12.9 grade competency levels received a "C" grade or better. Students whose reading competency averaged below a low 12th grade level did not receive credit in this class. It took a higher reading level (1 raw score unit) to achieve a "C" grade in Fall 1981 than it did in Spring 1981 semester.

In the basic skills courses of Level 1 (English 55 - 56) an average reading competency grade level of 11.0 was needed to receive a passing grade (C) in 56 and an average 9.0th grade reading competency level was needed to pass English 55. In the case of English 55, students having a 9th grade competency could pass the course, but in the last report period it took a 10th grade reading competency level to achieve credit in the English 55 class. In this report students whose average reading

competency was at or below the 9th grade level did not receive credit for any English course.

In correlating the English scores and letter grades it is important to note that in the instances of English 57 + 60, 56, it took a higher average English score in Fall 1981 to receive each passing letter grade. In English 1A, it took less English competency to receive a passing grade during this last report period.

The grading of students in English 60 is now more consistent with Reading and English scores. There has been an increase in competency levels needed to receive each passing grade. The Reading competency level needed to receive a "B" grade has increased from a 9th grade competency to the 12th grade. No student whose reading competency level fell below the 11th grade received credit in this class.

There is still a discrepancy between students eligible for Reading classes (English 70 - 71) and actual enrollment figures. There were 890 students eligible for these basic support courses during this period, but only 340 are actually enrolled in classes. (Tables 3 & 8) While low, this enrollment represents a 9.24% increase over the last report period.

The Reading department seems to have implemented and applied more demanding competency standards on students. When one compares the "A" grades awarded in English 73 to reading competency levels as determined by TASK, there was an increase since the last report. The same increase is noticeable for the "A" grade in English 72. The "C" grade awarded in English 70 showed a slight drop in assessed competency level. (Table 4B)

The impact of the imposition of reading competency levels on entering technology students should increase the enrollment of the Reading department. The temporary redirection of students may require offering reading classes at unusual hours and an increase in the number of sections to meet student needs. Any change will have an impact on staffing.

HIGHER EDUCATION LEARNING PACKAGE

In the Higher Education Learning Package it is becoming easier to receive a passing grade when one compares success rate to reading competency levels. In the previous report period a student could receive an "A" grade reading at the upper 9th grade level. In the current research period it

took a low 9th grade reading competency level to receive an "A". This trend was true for each grade level awarded except for a "D" grade which increased raw scores by 2.4.

ENGLISH CURRICULUM EVALUATION PROJECT

The Center conducted an intensive research project in order to evaluate the effectiveness of each English course found in the three levels of English.

For the first time the Center has been able to depict a statistical representation of the reading and English scores for all students enrolled in English 56, 57, and 1A in Fall 1981.

Histograms of the Reading and English scores have been constructed for English 57 and English 1A. The results may be found in Tables 6C - 6F. The information can be used to construct graphs which would reveal range of scores and number of students receiving those particular scores.

The Center, for the first time, had access to a computer and consultant service for part of its statistical research. This was made possible by the cooperative efforts of Steve Magee and James Gehrmann of California State University, Sacramento and Gene Sellers of Sacramento City College.

The statistical interpretation of the grading processes used by the English 56, 57, and 1A classes are included in this report and can be found in Tables 6G and 6H.

The data base in all instances included students who had the reading and English TASK scores for placement in the respective classes and those who were properly placed in classes either through promotion and/or assessment.

This change in research procedures will make it possible to begin an historical evaluation of the status of local course grades as a measure of student competencies. This information could help faculty evaluate the effectiveness of grades as related to skills development.

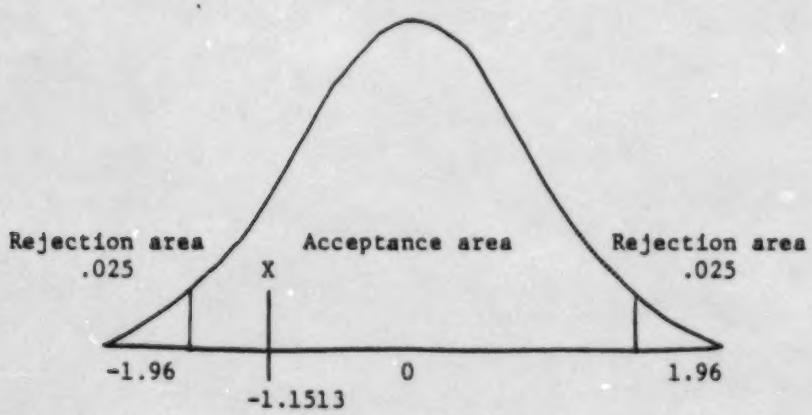
The percentage of students who passed English 55, were promoted into English 56, and then completed the class with a "C" or passing grade or better equaled 69.77%. The percentage of students who were placed directly into English 56 through assessment and then completed the class

with a "C" or passing grade or better equaled 78.01%. This 8.24% difference may reflect the wide range of students needs in English 55 and reduces the number of students who can proceed directly into English 56.

In other words it was found that students below the 9th grade average reading level often have to repeat the lowest level English course (55) before their composition skills are sufficient to permit them to mainstream and proceed up the curriculum ladder.

When the test for proportions was applied to the raw data, it was found that both groups have the same chance of passing English 56 with a "C" or passing grade.

TEST FOR PROPORTIONS - ENGLISH 56 FALL 1981

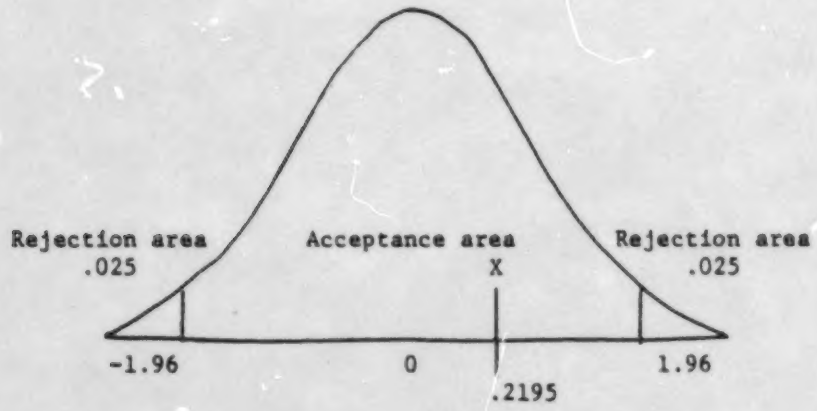


Another comparison was made between students who were directed into English 56 before entering English 57 with those who entered English 57 through direct assessment.

The percentage of students who passed English 56 and were promoted into English 57 and received a grade of "C" or better in English 57 totaled 83.02%. The percentage of students who were placed directly into English 57 and received grades of "C" or better in English 57 totaled 81.74%.

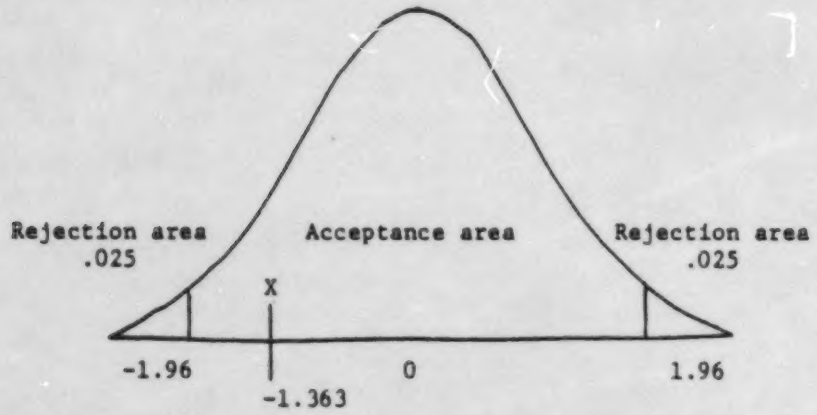
When the test for proportions was applied to the raw data, it was found that both groups have the same chance of passing English 57 with a grade of "C" or better.

TEST FOR PROPORTIONS - ENGLISH 57 FALL 1981



The proper statistical "T" Test revealed that the average grade of those students who were promoted into English 57 (2.1132) does equal the grades of those students who entered English 57 directly (2.3112). Both groups came from a statistically defined normal distribution.

"T" TEST FOR GRADE AVERAGE - ENGLISH 57 FALL 1981

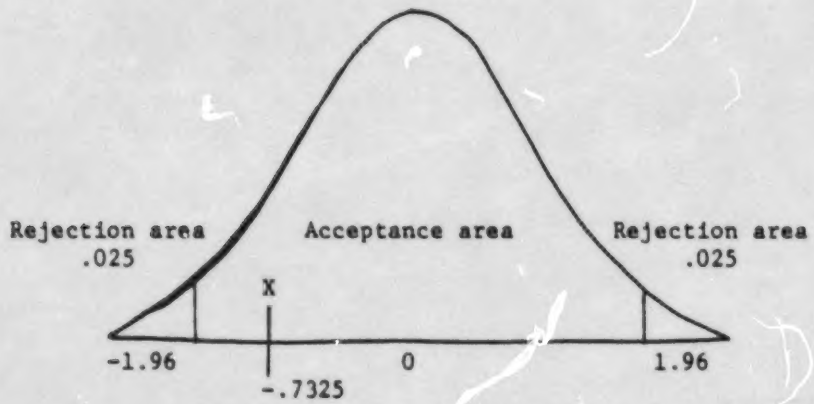


The observable differences between the success rate of students reflect the ability of English 56 to impart competency skills to students; but it may be necessary to raise the English 57 cut-off levels slightly to bring both groups closer together in practice.

The percentage of the promoted group who went into English 1A and achieved a "C" or better grade was 77.42%. The students who were placed directly into English 1A through assessment achieved a "C" or better grade 81.39% of the time.

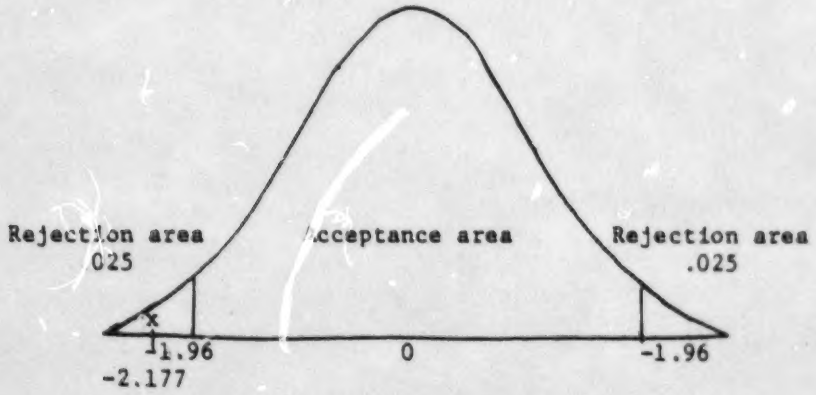
When applying the Test for Proportions, it was found that both groups have the same chance of passing English 1A with a "C" grade or better.

TEST FOR PROPORTIONS - ENGLISH 1A FALL 1981



When the proper statistical "T" Test score was applied to the raw data base it was found that the average letter grade for those students who were promoted into English 1A (2.0806) does not equal the average grade for those students who were placed directly into English 1A (2.3944). The research subsequently proved that both groups came from a normal distribution.

"T" TEST FOR GRADE AVERAGE -- ENGLISH 1A FALL 1981



These tests tend to substantiate the hypothesis that students who are directed into lower level English classes in order to bring up their competency skills will usually receive, with some minor exceptions, a lower grade average in these classes. One may find the grade distributions for English 57 and 1A and other statistical support information on Tables 6A and 6B.

ENGLISH FOR A SECOND LANGUAGE

The placement process now used in E.S.L. classes is delivering the same type of students into the proper competency levels of the curriculum levels. That is, the final course grades relate to competency levels. (Table 4D)

There have been no major shifts in English for a Second Language grading standards when related to Michigan scores during the last report period, but a few generalizations can be derived from the statistics. In E.S.L. I it took a lower Michigan converted score for the student to receive both "A" and "B" grades, but a higher score to receive a "C" grade. It took perceptibly lower Michigan scores to receive "B" and "C" grades in E.S.L. 3 classes when compared to the last report period. The Michigan score needed for a "B" grade in E.S.L. 3 dropped 5 converted score points. The comparison of the remaining competency levels to semester grades remained about the same as the last report period with only minor fluctuations.

NON-ENGLISH DEPARTMENT RESEARCH

As has been shown in the English department course offerings, the reading scores of students are also reliable predictors of students' academic success in non-English department course offerings. (Tables 5A - 5B) In addition, the Center is evaluating the impact of Mathematics competency on the success and retention of technical students.

In the traditional "transfer" areas it was found,for example, that students who received a "C" grade in Humanities 1, had an average reading score of 60.0 (13th grade competency level). This is an increase of two full grade levels since the last report period. In Family and Consumer Science the students who received a "C" grade had an average reading competency grade level of 10.0 or higher. This is a drop of one full grade level since the last period.

In the technical areas the average Reading scores needed to earn a "C" grade or better are as follows: (Table 5A)

Aeronautics	11th grade
Business English 50	10th grade
Business English 51	13th grade ("B" = 10th grade)
Cosmetology 50	10th grade (B grade)
Elect-Technology 51	10th grade
Mech-Elect-Tech 51	11th grade
Technology 50	12th grade
Technology 55	12th grade
Technology 60	11th grade

The Assessment Center has reached the potential of being able to supply cut-off placement levels for most of the classes which have been included in the research base. (Table 10)

The only factors which prevent such a service to the faculty are a lack of specialized personnel and computerization in the Center. The counseling/advisement potential of such a service to students and staff, especially student services, is almost limitless in scope.

DIVISION CORRELATIONS WITH PERCENT ASSESSED

The Language and Literature Division achieved practically total

assessment during the current Spring Semester (Table 8).

A survey of the other Divisions included in this report reveals that of the 2,306 students enrolled in History 17 & 18, Humanities 1 & 2, and Psychology 1 an average of 50.5% were assessed. This is an increase of about 2% since the last report period. Of the 14,341 students enrolled in the classes which constituted the research base 7,070 students or 49.3% were assessed. This is approximately the same as the last report period. (Tables 8 & 10)

SPECIAL REPORT ON SPEECH CLASSES

The Center has conducted a research study of reading scores and final letter grades for various Speech classes.

In the Fall 1981 Speech 1 classes those students who received "A" or "B" grades possessed at least a reading competency level of 12.0+. The "C" grade student was reading at the 10th grade level. (Table 13)

The "A" student in Speech 7 had an even stronger reading competency level (13.0+) while the "B" & " C" students were reading at the 12.0th grade level. (Table 13)

The English (composition) competency levels possessed by the Speech 1A students were as follows: "A" students -- 11th grade level; "B" students -- 13th grade level; and the "C" students were in the middle between the 9th and the 10th grade level.

The English (composition) competency levels for Speech 7 ranged between the 12th grade level for an "A" grade down to the 11th for a "B" student and to the 12th grade level for a "C" student.

The fluctuations found in the English (composition) competency scores when related to students' letter grades at the end of a semester seems to substantiate findings from previous research periods that the Reading scores are better predictors of success.

The Center also looked at Speech 30 and attempted to evaluate two factors, the TASK reading scores and scaled scores on the Michigan Test of English Language Proficiency, as sources of potential information for use in placement and advisement.

The restricted number in the TASK data base casts some doubt on its reliability. Only 13 students had TASK scores out of 47 students in the

program, but of those assessed the upper 9th grade reading competency level was needed for an "A" in the class. The "C" student had a 7-8th grade reading competency level.

The Michigan scaled scores revealed almost a normal grade distribution when related to "A", "B", "D", and "NC" grades. That is the higher the scaled score the higher the letter grade. There was a research bubble for the "C" student which cannot be explained. It did not fit into the usual research pattern.

The "A" student placed in the upper end of the E.S.L. 1 & 2 placement level band. The "B" student was in the middle of this placement band, while the "C" student would not have been in Speech 30 at all if the E.S.L. 1 & 2 placement scores had been enforced. This would have represented a 38.1% student loss to the program.

When one adds the average Michigan scores of the "D" and "NC" students to the "C" students, the total number of students re-directed from Speech 30 would have equaled 81.0% of the total assessed group which totaled 21 students. There is no way for the Center to know anything about the 26 unassessed students.

When the statistics regarding the competency of currently enrolled students in selected Speech classes are reviewed, (Table 13A) it is possible to select those students who will have difficulty passing the classes, assuming of course, that grading standards remain the same.

It is suggested that further research be undertaken before any definitive scores are selected for placement purposes. The unassessed component should be included in such a decision.

THE STATUS OF MATHEMATICS ASSESSMENT

The problem of advising students in the lower Mathematics competency level courses still exists. This need has been demonstrated by the 11.4% increase in the usage of the COOP Mathematics Test since the last report period. Now that the Technology Division is requiring a Math W competency for entry level students in the Fall 1982 semester, this demand will increase even more.

The research which resulted from inclusion of Math W, X, and A under the Center's data base reveals that the W & X students have an 10th grade average reading comptency level. The Math A students are functioning on an average 12th grade reading level. (Table 10)

SUMMARY

Much of what was discussed in the summary section of the Spring, Summer, Fall 1981 research report has become reality. The first evaluation of the effectiveness of English courses in the curriculum ladder has been completed.

The pre-requisites for most of the courses in the Technology Division have been re-written to include a required competency level equal to English 71 and Math W.

The Business English classes will use English 56 and 57 placement levels for the Fall 1982 classes.

A Spanish placement/advisement process for Spanish 1B, 2A, & 2B was researched during the Spring 1982 semester. Results proved that it was effective in directing students into classes commensurate to competency levels. As a result this process will be implemented for Spanish classes offered in the Fall 1982 semester.

The computerization package for the Assessment Center has now reached District level with a recommendation of support from the campus level.

The thrust of the Learning Assessment Retention Consortium (LARC) and the campus level Attrition, Retention, Basic Skills Committee (ARBS) has re-enforced a need for a broadening of the definition and scope of what has come to be called "Assessment".

The demands are surfacing for more alternatives to the present placement instruments and procedures used for English classes.

The Humanities & Fine Arts Division is beginning to explore the possibility of implementing a standardized sampling of aesthetic skills over and above the literary competencies now in place.

The Basic Skills courses in Reading are asking the Center for more extensive diagnostic profiles of students which will create a more efficient skill building curriculum.

Both Psychology and the Criminal Justice Center are developing innovative curricular formats for the lower level students in a move to meet the defined needs of their students.

The major emphasis of the Assessment Center during the next research

period will be a statistical study of retention in all the classes included in our research base. The only limit to scope will be the computer and financial base which supports the Center.

The Faculty now has opportunity to statistically evaluate each class in the data base and ascertain if it is meeting the needs of students. Hopefully, the projected retention study to be conducted in the next report period will be of help.

TABLE 1

NUMERICAL STATEMENT & SCOPE OF SERVICES

NOVEMBER 1, 1981 TO MARCH 31, 1982

INSTRUMENT ADMINISTERED	NUMBER ASSESSED
California Achievement Test 19C (Dental Assisting & LVN)	269
California State and Local Government	1
Career Assessment Inventory	9
Career Skills Assessment Program	8
Coop Mathematics Test	367
Davis Reading Test	16
Dental Assisting Vocational Certification Exam	292
Dental Hygiene Aptitude	47
Dental Hygiene National Certification Exam	23
English Essay	5
E.T.S. Survey Instruments	4
Gates-MacGinitie	8
General Aptitude Test Battery (GATB)	68
Individualized English Diagnostic Test	1,139
Kuder Occupational Interest Survey	5
McGraw-Hill Reading Test	38
McGraw-Hill Vocabulary	174
Michigan Test of English Language Proficiency	1,010
National League of Nursing (NLN)	198
Nelson-Denny Reading Test	264

TABLE 1 - CONTINUED

Nelson Reading		153
Self-Directed Search		6
Spanish Challenge Test		65
Spanish Placement		174
Stanford Diagnostic Reading Test		1
Stanford Test of Academic Skills (TASK)		2,044
Strong-Campbell Interest Inventory		572
Tests of Adult Basic Education (TABE)		63
Wide Range Vocabulary		136
Supplemental Assessment Processing		862
French	53	
E.S.L.	24	
Tennessee Self Concept Scale	386	
Student Personnel	84	
Career Center Referrals	93	
Total Instruments Administered		8,024

TABLE 2A

DISTRIBUTION OF TOTAL TASK READING SCORES
ACCORDING TO GRADE LEVELS

NOVEMBER 1, 1981 TO MARCH 31, 1982

GRADE LEVEL	NUMBER	PERCENT
13+	709	34.7
12 - 12.9	204	10.0
11 - 11.9	201	9.8
10 - 10.9	396	19.3
9 - 9.9	127	6.2
7 - 8.9	159	7.8
1 - 6.9	249	12.2
TOTAL	2,045	100.0

TABLE 2B

PERCENT OF DECREASE BETWEEN FALL OF 1981 REPORT

AND SPRING OF 1982 REPORT

GRADE LEVEL	NUMBER OF DECREASE	PERCENT OF DECREASE
13+	611	46.3
12 - 12.9	143	41.2
11 - 11.9	127	38.7
10 - 10.9	186	32.0
9 - 9.9	43	25.3
7 - 8.9	73	31.5
1 - 6.9	102	29.1
TOTAL	1,285	38.6

TABLE 2C

PERCENT OF INCREASE BETWEEN SPRING 1981 REPORT

AND SPRING 1982 REPORT

13+	-78	-9.9
12 - 12.9	00	0.0
11 - 11.9	18	9.8
10 - 10.9	-04	-1.0
9 - 9.9	21	19.8
7 - 8.9	29	22.3
1 - 6.9	26	11.7
TOTAL	12	.6

TABLE 3

COMPARISON OF TASK PLACEMENT LEVELS
COMBINED READING AND ENGLISH SCORES

NOVEMBER 1, 1981 TO MARCH 31, 1982

(TOTAL - 1868)

	LEVEL 1		LEVEL 2	LEVEL 3
	(55)	(56)	(57 - 60)	(1A)
NUMBER	639	382	402	445
PERCENT	34.2	20.5	21.5	23.8

COMPARISON OF TASK PLACEMENT LEVELS
READING ONLY

(TOTAL - 2045)

	70	71	72, 73, 74
NUMBER	410	480	1155
PERCENT	20.0	23.5	56.5

TABLE 4A

RELATIONSHIP OF AVERAGE OR RAW SCORES TO GRADE LEVEL PLACEMENT

GRADE LEVEL	*AVERAGE OR RAW SCORES READING	*AVERAGE OR RAW SCORES ENGLISH
13+	60 - 78	54 - 69
12 - 12.9	56 - 59	52 - 53
11 - 11.9	52 - 55	50 - 51
10 - 10.9	42 - 51	44 - 49
9 - 9.9	38 - 41	40 - 43
7 - 8.9	32 - 37	26 - 39
1 - 6.9	0 - 31	0 - 25

*Average scores from the tables on the following pages may be interpreted by comparing them to the grade levels on this table.

TABLE 4B

COMPARISON OF AVERAGE TASK SCORES IN ENGLISH CLASSES
BY CLASS LEVELS AND BY GRADES

FALL SEMESTER 1981

DISTRIBUTION ACCORDING TO READING SCORES

ENGLISH CLASSES	A	B	C	D	NC	INC	CP
English 1A	***69.1	67.1	65.1	65.8	67.9	67.8	-
**(341)	*(68)	(106)	(92)	(21)	(42)	(12)	184****
English 57	61.7	59.1	59.1	58.7	60.1	61.5	-
(243)	(21)	(102)	(69)	(13)	(32)	(6)	116
English 60	59.0	60.0	60.0	-	55.5	53.3	-
(18)	(2)	(8)	(3)	(-)	(2)	(3)	16
English 56	-	-	51.4	-	56.0	41.0	-
(163)	(-)	(-)	(126)	(-)	(36)	(1)	103
English 55	-	-	38.8	-	34.0	35.6	-
(203)	(-)	(-)	(161)	(-)	(35)	(7)	28
English 53	-	-	49.9	-	-	-	-
(29)	(-)	(-)	(29)	(-)	(-)	(-)	7
READING CLASSES							
English 73	72.3	61.4	47.7	-	63.0	49.0	-
(21)	(4)	(12)	(3)	(-)	(1)	(1)	7
English 72	71.5	55.5	61.2	60.5	69.0	-	-
(21)	(2)	(11)	(5)	(2)	(1)	(-)	8
English 71	48.6	41.6	40.8	31.4	44.0	45.9	-
(92)	(18)	(26)	(28)	(5)	(7)	(8)	16
English 70	-	-	28.6	-	27.0	-	-
(109)	(-)	(-)	(70)	(-)	(39)	(-)	12

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Indicates total number assessed.

***Indicates <u>average</u> scores.

****CP stands for "Class Placement." This number indicates the students who were placed in the class by promotion from a lower level.

TABLE 4C

COMPARISON OF AVERAGE TASK SCORES IN ENGLISH CLASSES
BY CLASS LEVELS AND BY GRADES

FALL SEMESTER 1981

DISTRIBUTION ACCORDING TO ENGLISH (COMPOSITION) SCORES

ENGLISH CLASSES	A	B	C	D	NC	INC	CP
English 1A	***61.8	60.6	58.4	58.4	59.5	58.7	-
**(340)	*(68)	(106)	(92)	(21)	(41)	(12)	184****
English 57	56.7	53.1	52.3	53.4	52.5	53.7	-
(242)	(21)	(101)	(69)	(13)	(32)	(6)	116
English 60	50.5	48.9	53.3	-	52.5	53.7	-
(18)	(2)	(8)	(3)	(-)	(2)	(3)	16
English 56	-	-	45.0	-	45.9	47.0	-
(162)	(-)	(-)	(125)	(-)	(36)	(1)	103
English 55	-	-	31.0	-	26.4	27.1	-
(201)	(-)	(-)	(159)	(-)	(35)	(7)	28
English 53	-	-	41.8	-	-	-	-
(38)	(-)	(-)	(28)	(-)	(-)	(-)	7
READING CLASSES							
English 73	62.8	51.0	44.3	-	40.0	48.0	-
(21)	(4)	(12)	(3)	(-)	(1)	(1)	7
English 72	61.5	49.2	46.2	46.0	65.0	-	-
(21)	(2)	(11)	(5)	(2)	(1)	(-)	8
English 71	42.8	39.7	36.1	25.6	35.0	33.5	-
(89)	(17)	(26)	(27)	(5)	(6)	(8)	16
English 70	-	-	27.6	-	22.8	-	-
(104)	(-)	(-)	(65)	(-)	(39)	(-)	12

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Indicates total number assessed.

***Indicates average scores.

****CP stands for "Class Placement." This number indicates the students who were placed in the class by promotion from a lower level.

TABLE 4D

COMPARISON OF AVERAGE MICHIGAN SCORES
IN ENGLISH AS A SECOND LANGUAGE (E.S.L.) CLASSES
BY CLASS LEVELS AND BY GRADES

FALL SEMESTER 1981

DISTRIBUTION ACCORDING TO COMPOSITE CONVERTED SCORES

CLASSES	A	B	C	D	NC	INC	CP****
E.S.L. A	-	-	47.9	-	43.5	-	-
**(35)	-	-	(29)	-	(6)	-	16
E.S.L. B	-	-	47.1	-	46.7	-	-
(40)	-	-	(26)	-	(14)	-	9
E.S.L. 1	57.7	54.3	57.1	54.6	53.5	-	-
(97)	(15)	(40)	(23)	(13)	(6)	-	29
E.S.L. 2	60.1	55.7	55.6	56.1	52.5	-	-
(81)	(9)	(27)	(24)	(17)	(4)	-	25
E.S.L. 11	63.0	61.8	45.0	51.5	54.0	-	-
(13)	(1)	(5)	(2)	(4)	(1)	-	4
E.S.L. 3	73.8	72.0	74.6	74.0	-	-	-
(21)	(6)	(9)	(5)	(1)	-	-	62
E.S.L. 4	76.4	75.3	72.0	-	73.0	-	-
(16)	(5)	(8)	(2)	-	(1)	-	60
E.S.L. 5	-	81.3	86.0	83.0	-	-	-
(7)	-	(3)	(3)	(1)	-	-	28

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Indicates total number assessed.

***Indicates <u>average</u> scores.

****CP stands for "Class Placement." This number indicates the students who were placed in the class by promotion from a lower level.

TABLE 5A

COMPARISON OF AVERAGE TASK SCORES
IN NON-ENGLISH DEPARTMENT CLASSES BY GRADES

FALL SEMESTER 1981

DISTRIBUTION ACCORDING TO READING SCORES

CLASSES	A	B	C	D	NC	INC	NA	PERCENT ASSESSED	DROPPED
Aero. 50	62.9	62.2	55.0	-	54.0	-	-	-	
(67)	(18)	(25)	(15)	-	(9)	-	7	90.5	9
Bus. Gen. 50	55.9	47.1	47.0	37.1	47.1	50.6	-	-	
(179)	(30)	(37)	(53)	(15)	(36)	(8)	54	76.8	117
Bus. Gen. 51	59.3	44.6	64.0	41.0	51.0	-	-	-	-
(19)	(7)	(7)	(2)	(1)	(2)	-	27	41.3	11
Cosmetology 50	70.0	50.4	36.8	35.0	25.0	-	-	-	-
(34)	(1)	(18)	(12)	(1)	(2)	-	2	94.4	15
Elec. Tech A	60.0	55.0	60.0	66.0	-	-	-	-	-
(4)	(1)	(1)	(1)	(1)	-	-	16	20.0	0
Elec. Tech 51	54.8	71.0	50.0	69.5	54.2	-	-	-	-
(15)	(4)	(2)	(2)	(2)	(5)	-	44	25.4	46
Family & Consumer Science 34	64.1	57.7	49.4	49.2	43.9	46.0	-		
(118)	(20)	(33)	(30)	(5)	(26)	(4)	190	38.3	105
Humanities 1	62.0	59.7	60.0	49.5	57.3	61.0	-		-
(135)	(47)	(41)	(25)	(8)	(13)	(1)	116	53.8	52
Mech-Elec-Tech	69.9	60.8	55.1	53.0	61.0	-	-	-	-
(50) 51	(11)	(28)	(7)	(3)	(1)	-	6	89.3	6
Tech 60	66.3	61.0	54.0	50.0	43.0	-	-	-	-
(28)	(12)	(11)	(3)	(1)	(1)	-	5	84.8	0
Metals-Tech	73.0	52.0	35.0	-	-	-	-	-	-
(4) 50	(1)	(2)	(1)	-	-	-	10	28.6	3
Tech 38	42.4	39.3	42.0	36.3	39.3	-	-	-	-
(29)	(15)	(6)	(1)	(4)	(3)	-	7	80.6	5
Tech 50	64.3	58.8	56.8	25.0	-	-	-	-	-
(12)	(3)	(1)	(5)	(3)	-	-	60	16.7	19

TABLE 5A (Continued)

COMPARISON OF AVERAGE TASK SCORES
IN NON-ENGLISH DEPARTMENT CLASSES BY GRADES

FALL SEMESTER 1981

	DISTRIBUTION ACCORDING TO READING SCORES								
CLASSES	A	B	C	D	NC	INC	NA	PERCENT ASSESSED	DROPPED
Tech 55	61.1	55.0	57.2	43.0	43.7	-	-	-	-
(43)	(23)	(5)	(5)	(1)	(9)	-	43	50.0	-

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Indicates total number assessed.

***Indicates average scores. See Table 4A for grade level equivalencies.

TABLE 5B

COMPARISON OF AVERAGE TASK SCORES
IN NON-ENGLISH DEPARTMENT CLASSES BY GRADES

FALL SEMESTER 1981

	DISTRIBUTION ACCORDING TO ENGLISH (COMPOSITION) SCORES								
CLASSES	A	B	C	D	NC	INC	NA	PERCENT ASSESSED	DROPPED
Family & Consumer Science 34	59.0	50.5	41.0	41.0	38.8	38.5	-		
(113)	(18)	(32)	(29)	(5)	(25)	(4)	(190)	37.3	105
Humanities 1	56.8	53.9	52.4	38.7	45.4	52.0	-	-	
(131)	(45)	(39)	(26)	(7)	(13)	(1)	(116)	53.0	52

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Indicates total number assessed.

***Indicates average scores. See Table 4A for grade level equivalencies.

****Some classes were not assessed on the English component of the TASK.

TABLE 6
DEFINITION OF TERMS
USED IN STATISTICAL PRESENTATION

Middle of Internal = raw scores

Number of Observation (N) = frequency of occurrence of student scores

Middle of Internal (0) = F letter grade

(1) = D " "

(2) = C " "

(3) = B " "

(4) = A " "

Ci = Used to represent a specific class by instructor in each data group. 1st by mean and Standard Deviation and then by band of grades awarded.

Pooled standard deviation - represents the standard deviation for the entire population of each class.

I = Mean for each specific class. Outer markers (I) indicate the ranges in internal estimates for the mean. (In the instance of the data for English 57 (Table 6A) and for English 1A (Table 6B) the extension of the confidence internals (I) beyond 4.0 ("A" grade designates) is the result of low student numbers in the data base.)

TABLE 6A

CLASS MEAN CONFIDENCE INTERVALS FOR
ENGLISH 57 CLASSES

FALL SEMESTER 1981

LEVEL	N	MEAN	ST. DEV.
C1	24	3.04	0.36
C2	27	2.70	1.20
C3	28	2.11	0.99
C4	12	1.67	1.15
C5	24	1.92	1.02
C6	20	2.20	0.70
C7	22	2.05	1.09
C8	11	3.09	0.54
C9	18	2.83	0.62
C10	23	2.22	0.74
C11	11	1.27	1.01
C12	15	2.13	1.06
C13	26	1.46	1.33
C14	18	2.33	1.28
C15	11	1.55	1.21
C16	28	2.25	0.84
C17	15	2.13	1.68
C18	12	2.67	1.15

POOLED ST. DEV. = 1.03

INDIVIDUAL 95 PERCENT C. I. FOR LEVEL MEANS
(BASED ON POOLED STANDARD DEVIATION)

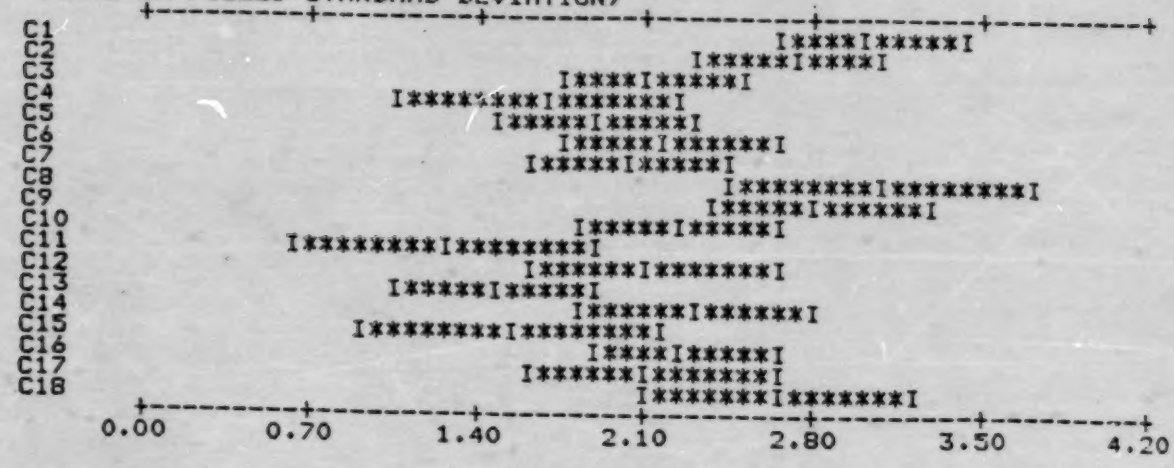


TABLE 6B

CLASS MEAN CONFIDENCE INTERVALS FOR
ENGLISH 1A CLASSES

LEVEL	N	MEAN	ST. DEV.
C1	14	1.93	1.59
C2	10	2.20	0.42
C3	24	2.50	1.29
C4	18	2.56	0.98
C5	13	2.23	1.54
C6	18	1.50	0.86
C7	25	1.92	1.00
C8	27	2.26	0.86
C9	4	2.50	0.58
C10	21	2.33	0.58
C11	13	2.23	0.83
C12	15	1.93	1.10
C13	28	2.46	1.40
C14	20	2.85	0.81
C15	14	2.64	1.55
C16	3	3.00	1.00
C17	17	2.06	1.25
C18	14	1.79	1.42
C19	22	2.23	1.27
C20	21	1.81	0.87
C21	14	1.43	1.22
C22	11	3.64	0.50
C23	8	2.25	1.49
C24	19	3.53	0.77
C25	26	1.81	1.33
C26	20	3.15	0.93
C27	15	2.53	1.30
C28	6	1.67	1.37
C29	22	3.14	0.99
C30	22	2.18	1.47
C31	17	2.41	1.12

POOLED ST. DEV. = 1.14

INDIVIDUAL 95 PERCENT C. I. FOR LEVEL MEANS
(BASED ON POOLED STANDARD DEVIATION)

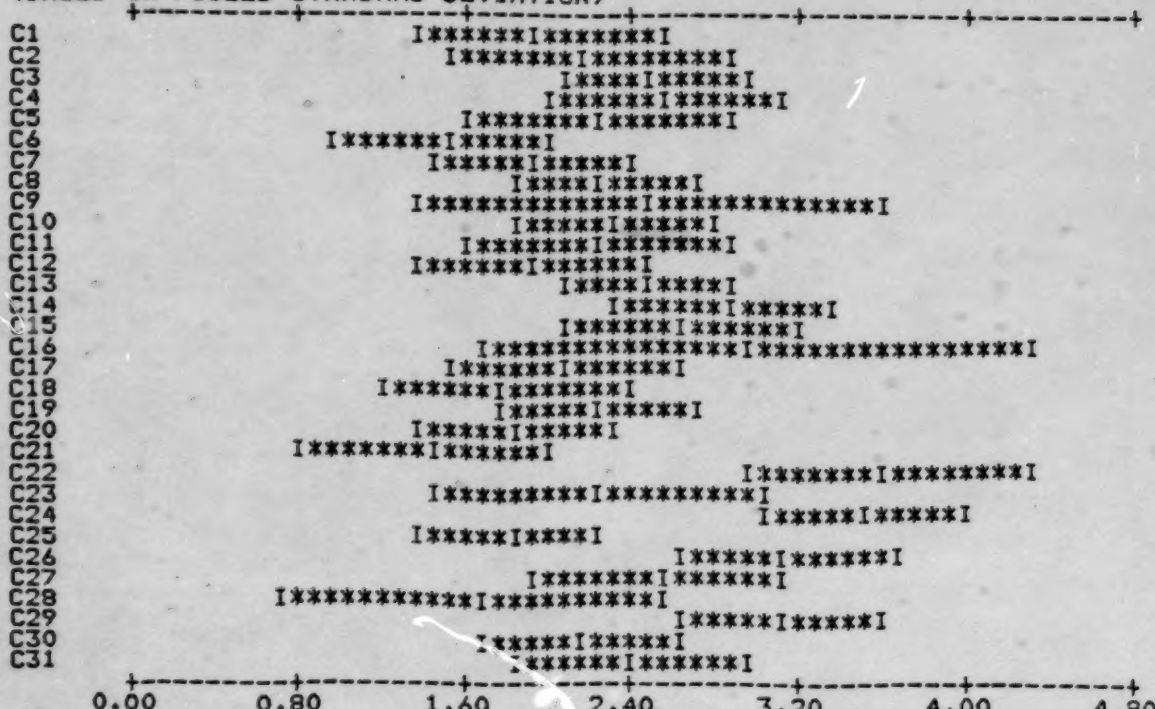


TABLE 6C

HISTOGRAM OF THE READING SCORES
OF STUDENTS PROMOTED INTO ENGLISH 57

FALL SEMESTER 1981

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
15.	1	*
20.	0	
25.	1	*
30.	1	*
35.	3	***
40.	5	*****
45.	9	*********
50.	8	********
55.	12	************
60.	4	****
65.	1	*
70.	1	*

N = 46 MEAN = 47,935 ST. DEV. = 10.2

HISTOGRAM OF THE READING SCORES
OF STUDENTS PLACED DIRECTLY IN ENGLISH 57

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
48.	2	**
50.	10	**********
52.	21	*********************
54.	29	*****************************
56.	33	*********************************
58.	29	*****************************
60.	24	************************
62.	16	****************
64.	20	********************
66.	17	*****************
68.	13	*************
70.	12	************
72.	8	********
74.	4	****
76.	3	***

N = 241 MEAN = 59,473 ST. DEV. = 6.38

TABLE 6D

HISTOGRAM OF THE READING SCORES
FOR STUDENTS PROMOTED INTO ENGLISH 1A

FALL SEMESTER 1981

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
44.	1	*
46.	2	**
48.	1	*
50.	5	*****
52.	8	********
54.	4	****
56.	6	******
58.	10	**********
60.	7	*******
62.	9	*********
64.	2	**
66.	0	
68.	4	****

N = 59 MEAN = 56,390 ST. DEV. = 5.71

HISTOGRAM OF THE READING SCORES
FOR STUDENTS PLACED DIRECTLY INTO ENGLISH 1A

FALL SEMESTER 1981

EACH * REPRESENTS .2 OBSERVATIONS

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
50.	0	
52.	1	*
54.	0	
56.	11	******
58.	2	*
60.	27	**************
62.	35	******************
64.	54	****************************
66.	35	******************
68.	55	*****************************
70.	41	*********************
72.	42	*********************
74.	32	*****************
76.	20	**********
78.	4	**

N = 359 MEAN = 66,855 ST. DEV. = 5.20

TABLE 6E

HISTOGRAM OF THE ENGLISH SCORES
FOR STUDENTS PROMOTED INTO ENGLISH 57

FALL SEMESTER 1981

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
15.	1	*
20.	0	
25.	3	***
30.	3	***
35.	5	*****
40.	11	***********
45.	15	***************
50.	4	****
55.	4	****

N = 46 MEAN = 41,022 ST. DEV. = 8.25

HISTOGRAM OF THE ENGLISH SCORES
FOR STUDENTS PLACED DIRECTLY INTO ENGLISH 57

FALL SEMESTER 1981

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
47.	18	******************
48.	16	****************
49.	21	*********************
50.	20	********************
51.	18	******************
52.	24	************************
53.	16	****************
54.	13	*************
55.	16	****************
56.	8	********
57.	18	******************
58.	13	*************
59.	5	*****
60.	9	*********
61.	5	*****
62.	9	*********
63.	9	*********
64.	2	**
65.	1	*

N = 241 MEAN = 53,631 ST. DEV. = 4.69

TABLE 6F

HISTOGRAM OF THE ENGLISH SCORES
FOR STUDENTS PROMOTED INTO ENGLISH 1A

FALL SEMESTER 1981

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
25.	1	*
30.	0	
35.	1	*
40.	4	****
45.	13	*************
50.	21	*********************
55.	11	**********
60.	6	******
65.	2	**

N = 59 MEAN = 49.949 ST.DEV. = 6.92

HISTOGRAM OF THE ENGLISH SCORES
FOR STUDENTS PLACED DIRECTLY INTO ENGLISH 1A

FALL SEMESTER 1981

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
52.	1	*
53.	9	*********
54.	14	**************
55.	18	******************
56.	28	****************************
57.	31	*******************************
58.	24	************************
59.	32	********************************
60.	32	********************************
61.	41	***
62.	23	**********************
63.	23	**********************
64.	32	********************************
65.	17	*****************
66.	21	*********************
67.	8	********
68.	4	****
69.	1	*

N = 359 MEAN = 60.173 ST.DEV. = 3.76

TABLE 6G

HISTOGRAM OF GRADES
FOR STUDENTS PROMOTED INTO ENGLISH 57

FALL SEMESTER 1981

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
0.	5	*****
1.	4	****
2.	24	************************
3.	20	********************

N = 53 MEAN = 2.1132 ST.DEV. = 0.913

HISTOGRAM OF GRADES
FOR STUDENTS PLACED DIRECTLY INTO ENGLISH 57

FALL SEMESTER 1981

EACH * REPRESENTS 5 OBSERVATIONS

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
0.	31	*******
1.	13	***
2.	71	**************
3.	102	*********************
4.	24	*****

N = 241 MEAN = 2.3112 ST.DEV. = 1.14

0 = F

1 = D

2 = C

3 = B

4 = A

TABLE 6H

HISTOGRAM OF GRADES
FOR STUDENTS PROMOTED INTO ENGLISH 1A

FALL SEMESTER 1981

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
0.	6	******
1.	8	********
2.	26	**************************
3.	19	*******************
4.	3	***

N = 62 MEAN = 2.0806 ST.DEV. = 1.01

HISTOGRAM OF GRADES
FOR STUDENTS PLACED DIRECTLY INTO ENGLISH 1A

FALL SEMESTER 1981

EACH * REPRESENTS 5 OBSERVATIONS

MIDDLE OF INTERVAL	NUMBER OF OBSERVATIONS	
0.	46	**********
1.	20	****
2.	112	************************
3.	110	************************
4.	72	****************

N = 360 MEAN = 2.3944 ST.DEV. = 1.23

0 = F

1 = D

2 = C

3 = B

4 = A

TABLE 7A

COMPARISON OF AVERAGE TASK SCORES WITH GRADES

IN HIGHER EDUCATION LEARNING PACKAGE (H.E.L.P.) CLASSES

FALL SEMESTER 1981

DISTRIBUTION ACCORDING TO READING SCORES

H.E.L.P. CLASSES	A	B	C	D	NC	INC	NA	ASSESSED
Option I	38.8	38.1	36.4	36.7	35.1	47.0		
**(103)	(37)	(21)	(14)	(9)	(21)	(1)	(24)	81.1

DISTRIBUTION ACCORDING TO ENGLISH (COMPOSITION) SCORES

	32.3	31.5	30.4	29.0	31.7	40.0		
(74)	(22)	(15)	(13)	(5)	(18)	(1)	(24)	75.5

H.E.L.P. CLASSES INCLUDED IN THE ABOVE DISTRIBUTION

Option 1

Psychology 50
7456-04

Speech 50
8282-01

English 71
2923-05

Math W
5174-08

Technology 38
8482-01

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Totals include number enrolled in all classes. Individual students may be enrolled in more than one class.

***Indicates average score. See Table 4A for grade level equivalencies.

TABLE 7B

COMPARISON OF AVERAGE TASK SCORES WITH GRADES

IN HIGHER EDUCATION LEARNING PACKAGE (H.E.L.P.) CLASSES

FALL SEMESTER 1981

DISTRIBUTION ACCORDING TO READING SCORES

H.E.L.P. CLASSES	A	B	C	D	NC	INC	NA	ASSESSED
Option 2	48.1	42.4	47.8	30.6	44.0	46.7		
**(54)	(12)	(20)	(6)	(11)	(2)	(3)	(23)	70.1

DISTRIBUTION ACCORDING TO ENGLISH (COMPOSITION) SCORES

	42.0	39.0	40.5	25.8	43.5	48.3		
(54)	(12)	(20)	(6)	(11)	(2)	(3)	(23)	70.1

H.E.L.P. CLASSES INCLUDED IN THE ABOVE DISTRIBUTION

Option 2

Business 20
1083-06

English 60
2917-02

English 71
2923-06

Human Development 1
4425-01

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Totals include number enrolled in all classes. Individual students may be enrolled in more than one class.

***Indicates average score. See Table 4A for grade level equivalencies.

TABLE 8

COMPARISON OF NUMBER ENROLLED AND NUMBER ASSESSED

SPRING SEMESTER 1982

ENGLISH (COMPOSITION) CLASSES

SUBJECT	NUMBER OF CLASSES	NUMBER ENROLLED	NUMBER BY CLASS PLACEMENT	NUMBER BY ASSESSMENT	PERCENT BY ASSESSMENT
English 1A	27	573	260	313	54.6
English 57	17	435	192	243	55.9
English 60	2	37	1	36	97.3
English 56	13	303	129	174	57.4
English 55	14	346	40	310	89.6

READING CLASSES

English 74	1	15	1	14	93.3
English 73	1	16	6	10	62.5
English 72	1	12	2	10	83.3
English 71	8	182	15	167	91.8
English 70	7	158	14	144	91.1

TABLE 9

COMPARISON OF NUMBER ASSESSED AND AVERAGE TASK SCORES

SPRING SEMESTER 1982

ENGLISH (COMPOSITION) CLASSES

SUBJECT	CODE	NUMBER ASSESSED (BOTH READING & ENGLISH)	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
English 1A	2759	313	67.8	59.3
English 57	2912	243	59.3	52.7
English 60	2917	36	48.6	40.9
English 56	2903	174	52.7	46.1
English 55	2902	310	37.4	31.0

READING CLASSES

English 74	2933	14	53.3	42.6
English 73	2930	10	62.6	50.6
English 72	2925	10	55.4	48.2
English 71	2923	167	44.2	38.2
English 70	2919	144	29.5	28.5

TABLE 10

COMPARATIVE ANALYSIS OF TASK SCORES IN

NON-ENGLISH DEPARTMENT CLASSES

SPRING SEMESTER 1982

SUBJECT	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
Administration of Justice 51 & 52	564	229	40.6	50.2	44.9
Aeronautics 50, 60, 70, 80	220	143	65.0	59.5	-
Anthropology 1	82	43	52.4	59.0	50.0
Art 10	199	83	41.7	52.6	47.2
Biology 1A	85	53	62.4	56.8	53.0
Biology 10	294	179	60.9	55.3	49.2
Business English 50	325	173	53.2	47.1	-
Business English 51	48	17	35.4	53.9	-
Chemistry 1A	161	72	44.7	59.7	53.8
Cosmetology 50	33	28	84.8	44.8	-
Economics 1A	473	199	42.1	57.3	51.6
Electronics Technology 30 & 51	172	47	27.3	54.4	-
Family Consumer Science	1293	588	45.5	52.8	46.6
Geography 1	152	86	56.6	57.9	50.2
Geography 2	132	57	43.2	51.1	47.6
Health Education 1	659	369	56.0	53.2	48.4
H.E.L.P. Option 1	136	123	90.4	40.2	35.0
H.E.L.P. Option 2	88	85	96.6	40.7	37.3
History 4 & 5 & 9 & 10	279	145	52.0	59.2	51.5

SUBJECT	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE READING SCORES
History 14 & 15 & 16	525	210	40.0	45.1	43.3
History 17	469	218	46.5	57.3	49.5
History 18	782	443	56.6	58.7	51.5
History 19, 20, 23 & 28	160	67	41.9	57.0	35.6
Humanities 1 & 2	399	212	53.1	57.2	50.3
Mathematics W & X	590	311	52.7	45.6	38.7
Mathematics A	604	271	44.9	56.6	48.4
Mech-Elec-Technology 61, 62, 64, 81, 82, 83, 84, 91, 93, 95, 96, 101, 111, 113, 145, 147 & 151	568	349	61.4	57.4	46.6
Metals-Technology 50, 60 & 70	51	20	39.2	49.6	43.6
Music 11	23	12	52.2	65.0	55.6
Philosophy 4 & 5	365	167	45.8	59.3	52.3
Philosophy 6, 9, 21 & 23	359	188	52.4	59.0	51.5
Photography 40	100	38	38.0	54.3	50.4
Physics 5A	41	21	51.2	58.1	50.4
Physics 5B	87	37	42.5	62.2	55.6
Physics 10	112	55	49.1	59.2	52.4
Physical Science 1	89	43	48.3	57.4	49.8
Political Science 1	521	279	53.6	58.0	50.5
Printing Technology 50	65	18	27.7	59.9	52.8
Psychology 1	746	389	52.1	55.9	50.6
Psychology 2	47	20	42.6	61.2	32.8
Psychology 3	33	18	54.5	61.0	53.2

SUBJECT	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE READING SCORES
Social Science 32, 33 & 43	391	138	35.3	47.2	43.0
Social Science 56	126	68	54.0	48.0	42.6
Sociology 1A	435	199	45.7	55.4	49.0
Sociology 3	336	150	44.6	50.4	45.4
Speech 1	245	119	48.6	57.7	49.8
Speech 7	152	74	48.7	54.9	47.4
Speech 30	38	7	18.4	40.3	38.0
Theatre Arts 1 & 3	88	40	45.5	57.9	48.3
Technology 38	41	36	87.8	41.3	-
Technology 50	103	31	30.1	55.0	-
Technology 53	36	12	33.3	56.2	-
Technology 55	71	29	40.8	54.7	-
Technology 60 AA & AB & PA	57	32	56.1	59.2	-
Technology 61	26	10	38.5	61.4	-
Technology 65	65	20	30.8	57.7	-
TOTALS	14,341	7,070	49.3		

*See Table 4A for grade level equivalencies.

TABLE 11

REPORT ON ENGLISH AS A SECOND LANGUAGE CLASSES

SPRING SEMESTER 1982

SUBJECT	NUMBER OF CLASSES	NUMBER ENROLLED	NUMBER BY CLASS PLACEMENT	NUMBER BY ASSESSMENT	PERCENT BY ASSESSMENT	AVERAGE CONVERTED SCORES
ESL 1	6	124	35	89	71.8	58.0
ESL 2	7	155	47	108	69.7	57.5
ESL 11	5	127	48	79	62.2	57.8
ESL 3	4	125	102	23	18.4	74.4
ESL 4	4	98	82	16	16.3	74.7
ESL 5	2	44	37	7	15.9	84.6
TOTALS	28	673	351	322	47.8	

TABLE 12A

ENGLISH 1A PLACEMENT WAIVERS

SPRING SEMESTER 1982

ANALYSIS OF REASONS FOR STUDENT WAIVERS FOR ENGLISH 1A

REASONS INVOLVED	NUMBER	PERCENT
Took pre-requisite class at S.C.C.	18	28.1
Had SAT score above 500	7	10.8
Had ACT score above 21	1	1.6
Took qualifying test at another college	13	20.3
Took pre-requisite class at another college	20	31.3
Had degree from another college	4	6.3
Conversion of former TASK score	1	1.6
TOTALS	64	100.0%

TABLE 12B

ENGLISH 1A PLACEMENT WAIVERS

SPRING SEMESTER 1982

STATUS ANALYSIS OF STUDENTS RECEIVING WAIVERS FOR ENGLISH 1A FOR SPRING 1982

	NUMBER	PERCENT
Number waived but never enrolled	30	46.9
Number enrolled but dropped before the end of 12th week	6	9.4
Number still enrolled but making unsatisfactory progress at end of 12th week	9	14.1
Number enrolled and making satisfactory progress at end of 12th week	19	29.6
TOTAL	64	100.0

TABLE 13A

SUMMARY ANALYSIS OF SPEECH CLASSES
DISTRIBUTION OF ASSESSED READING SCORES ACCORDING TO GRADE EQUIVALENCIES

SPRING SEMESTER 1982

SPEECH 1

	6th GRADE AND BELOW	7 & 8	9	10	11	12	13 & ABOVE	TOTAL
Number	6	6	1	20	9	13	64	119
Percent	5.0	5.0	.8	16.8	7.6	11.0	53.8	100

SPEECH 7

Number	5	3	4	16	5	5	36	74
Percent	6.8	4.0	5.4	21.6	6.8	6.8	48.6	100

SPEECH 30

Number	4	0	0	0	0	1	2	7
Percent	57.1	0	0	0	0	14.3	28.6	100

TOTAL

Number	15	9	5	36	14	19	102	200
Percent	7.5	4.5	2.5	18.0	7.0	9.5	51.0	100

TABLE 13B

SUMMARY ANALYSIS OF SPEECH CLASSES
DISTRIBUTION OF SCORES ACCORDING TO ASSESSMENT AND AVERAGES

SPRING SEMESTER 1982

SPEECH 1

NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
245	119	48.6	57.7	49.8

SPEECH 7

152	74	48.7	54.9	47.4

SPEECH 30

38	7	18.4	40.3	38.0

TOTAL

435	200	46.0	56.1	48.6

TABLE 13C

CORRELATION OF AVERAGE TASK SCORES IN SPEECH CLASSES
BY CLASS AND BY GRADE

FALL SEMESTER 1981

DISTRIBUTION ACCORDING TO READING SCORES

CLASSES	A	B	C	D	NC	INC	NA	PERCENT ASSESSED
Speech 1	***57.3	61.0	47.6	27.0	63.8	48.7	-	
**(86)	*(37)	(27)	(14)	(1)	(4)	(3)	76	53.1
Speech 7	63.1	56.8	57.5	-	49.7	34.7	-	
(66)	(28)	(27)	(2)	-	(6)	(3)	40	62.3
Speech 30	41.0	-	32.7	-	32.8		-	
(13)	(2)	-	(7)	-	(4)		34	27.7
Michigan	66.5	59.5	41.5	47.1	43.0	-	-	
(21)	(2)	(2)	(8)	(7)	(2)	-	26	44.7

DISTRIBUTION ACCORDING TO ENGLISH SCORES

Speech 1	50.7	54.7	43.1	23.0	58.5	47.0	-	
(86)	(37)	(27)	(14)	(1)	(4)	(3)	76	53.1
Speech 7	56.3	50.6	52.0	-	47.6	24.5	-	
(61)	(27)	(25)	(2)	-	(5)	(2)	45	57.5
Speech 30	41.5	-	35.5	-	26.8	-	-	
(10)	(2)	-	(4)	-	(4)	-	37	21.3

*The enclosure in parentheses under each average score indicates the number of students who received that grade.

**Indicates total number assessed.

***Indicates average scores

SUPPLEMENTAL ASSESSMENT CENTER RESEARCH REPORT

Fall 1981 and Spring 1982

ASSESSMENT CENTER
SACRAMENTO CITY COLLEGE
LOS RIOS COMMUNITY COLLEGE DISTRICT

Murray Haase and Lynn Roberts

SACRAMENTO CITY COLLEGE
Assessment Center
May 14, 1982

MEMORANDUM

TO: Mr. Burris, Mr. Tucker, Mr. Nadler, Mr. Rodgers, & interested personnel

FROM: Murray Haase and Lynn Roberts

SUBJECT: Purpose of Supplemental Assessment Center Research Report

The Tables included in the Supplemental Report are compiled entirely from data derived from tests based on the Spring Semester class rosters.

Each Table represents a specific subject area in the Spring Semester schedule. Each subject is composed of one or more classes. The Table, therefore, lists every class and details the information about it. The summation or total of each column of information forms the basis for the Tables in the main report.

The purpose of the Supplemental Report is to provide information about each separate class. All the teachers involved in the study can compare the relative relationship of their classes with the other classes in the subject area in regard to specific points of information.

Additional interpretive information regarding this information may be found in the Assessment Center Semi-Annual Report for Fall 1981 and Spring 1982.

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TABLE 1

ADMINISTRATION of JUSTICE 51 - 52

0202 - 0206

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
51 - 01	42	23	54.8	55.0	49.1
02	40	23	57.5	52.6	45.9
03	65	34	52.3	51.3	45.1
04	36	18	50.0	50.8	48.9
05	30	6	20.0	41.5	36.0
81	32	7	21.9	39.7	41.5
82	36	7	19.4	55.9	51.7
52 - 01	53	24	45.3	51.7	43.8
02	57	27	47.4	48.2	43.9
03	54	31	57.4	46.0	42.6
81	58	17	29.3	54.1	47.6
91	35	3	8.6	58.7	47.7
92	26	9	34.6	41.9	34.2
TOTALS	283	111	39.2	49.0	43.4

TABLE 2

AERONAUTICS

0284+

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES
50	60	21	35.0	57.4
60	60	48	80.0	59.7
70	48	40	83.3	59.8
80	52	34	65.4	60.4
TOTAL	220	143	65.0	59.5

ANTHROPOLOGY 1

0490

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	40	24	60.0	55.3	50.8
02	31	15	48.4	58.0	49.2
81	11	4	36.4	58.3	47.7
TOTAL	82	43	52.4	87.3	50.0

TABLE 3

ART 10

0620

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	44	27	61.4	56.1	51.5
02	46	23	50.0	53.9	46.7
03	30	8	26.7	49.0	39.9
81	26	8	30.8	48.3	45.8
82	27	5	18.5	61.0	55.2
83	26	12	46.2	43.8	40.7
TOTALS	199	83	41.7	52.6	47.2

TABLE 4

BIOLOGY 1A

0917

SPRING SEMSTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
AA	23	20	87.0	49.1	49.9
AB	20	11	55.0	63.6	61.4
AC	13	4	30.8	59.5	46.3
BA	14	10	71.4	60.8	52.6
BB	5	3	60.0	61.7	58.7
PA	10	5	50.0	59.2	50.2
TOTALS	85	53	62.4	56.8	53.0

BIOLOGY 10

0957

AA	47	28	59.6	54.7	49.6
AB	41	30	73.2	56.1	49.7
AC	42	26	61.9	51.2	45.5
BA	47	30	63.8	57.2	50.1
BB	35	16	45.7	49.1	43.7
BC	42	30	71.4	56.1	50.7
PA	40	19	47.5	61.9	53.7
TOTALS	294	179	60.9	55.3	49.2

TABLE 5

BUSINESS ENGLISH 50 - 51

1087 - 1088

SPRING SEMESTER 1982

CODE			NUMBER ENROLLED	NUMBER ASSESSED READING	PERCENT ASSESSED	AVERAGE READING SCORES
Bus Gen	50	01	42	30	71.4	48.6
		02	31	18	58.1	51.9
		03	44	28	63.6	41.3
		04	34	10	29.4	42.8
		05	23	13	56.5	53.7
		06	34	26	76.5	42.6
		81	43	14	32.6	45.9
		82	36	8	22.2	50.8
		83	38	26	68.4	50.5
TOTAL			325	173	53.2	47.1
BUS GEN	51	01	15	9	60.0	52.7
		81	33	8	24.2	55.4
TOTAL			48	17	35.4	53.9

TABLE 6

CHEMISTRY 1A

1165

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
AA	23	10	43.5	59.6	54.2
AB	21	6	28.6	61.2	57.8
BA	24	15	62.5	56.3	52.3
BB	24	16	66.7	63.5	52.7
BC	24	14	58.3	65.4	59.1
PA	45	11	24.4	51.6	48.0
TOTALS	161	72	44.7	59.7	53.8

COSMETOLOGY

1535

CODE	NUMBER ENROLLED	NUMBER ASSESSED READING	PERCENT ASSESSED	AVERAGE READING SCORES
50-01	33	28	84.8	44.8

TABLE 7

ECONOMICS 1A

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ENROLLED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	85	52	61.2	59.4	53.4
02	46	21	45.7	58.3	53.8
03	41	22	53.7	56.0	53.7
04	56	31	55.4	49.8	47.0
05	41	17	41.5	60.8	53.8
81	39	12	30.8	63.5	58.6
82	36	11	30.6	58.8	53.4
83	47	16	34.0	56.6	53.4
84	20	6	30.0	50.8	40.5
91	33	5	15.2	59.8	51.6
92	29	6	20.7	61.8	46.8
TOTAL	473	199	42.1	57.3	51.6

ELECTRONICS TECHNOLOGY 30 - 51

CODE	NUMBER ENROLLED	NUMBER ASSESSED READING	PERCENT ASSESSED	AVERAGE READING SCORES
30-AA	52	16	30.8	59.6
PA	45	9	20.0	45.9
51-01	44	15	34.1	55.1
81	31	7	22.6	51.7
TOTAL	172	47	27.3	54.4

TABLE 8

ENGLISH 1A

2759

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
02	30	19	63.3	65.5	59.9
03	17	9	52.9	66.9	59.8
05	27	13	48.1	66.9	58.6
06	23	18	78.3	67.2	58.1
07	27	15	55.6	68.4	58.7
08	9	7	77.8	67.3	56.9
09	31	14	45.2	67.6	58.9
10	24	10	41.7	66.2	60.9
11	21	12	57.1	66.5	59.0
12	19	9	47.4	69.1	60.1
13	9	6	66.7	72.2	58.7
14	26	18	69.2	68.4	59.4
15	18	14	77.8	69.7	61.5
16	21	17	81.0	68.7	55.9
17	8	5	62.5	68.0	58.8
18	25	9	36.0	66.4	60.7
19	23	11	47.8	68.6	59.2
21	9	8	88.9	68.3	59.5
71	16	10	62.5	67.4	58.6
81	27	15	55.6	67.0	59.5

TABLE 8 Continued

ENGLISH 1A

2759

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE READING SCORES
82	35	11	31.4	67.6	59.8
83	21	10	47.6	67.6	61.1
84	15	8	53.3	68.9	60.9
85	20	10	50.0	68.2	59.8
91	28	14	50.0	67.9	59.5
92	32	19	59.4	69.5	58.8
93	12	2	16.7	64.0	59.5
TOTALS	573	313	54.6	67.8	59.3

TABLE 9

ENGLISH 57

2912

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	23	12	52.2	59.3	53.8
02	27	15	55.6	60.5	52.7
03	33	23	69.7	55.3	50.4
04	29	13	44.8	60.8	54.8
05	30	13	43.3	58.5	52.8
06	35	20	57.1	59.2	52.1
07	25	15	60.0	55.9	52.5
08	32	14	43.8	59.5	54.6
09	28	17	60.7	60.5	53.4
10	25	16	64.0	59.9	51.7
11	24	11	45.8	58.9	53.4
12	24	15	62.5	60.7	52.5
81	25	15	60.0	60.7	52.0
82	17	7	41.2	58.1	52.2
83	23	16	69.6	60.2	53.1
91	18	10	55.6	62.3	55.9
92	17	11	64.7	60.2	50.7
TOTALS	435	243	55.9	59.3	52.7

TABLE 10

ENGLISH 60

2917

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	15	14	93.3	66.6	49.9
02	22	22	100.0	40.2	34.9
TOTALS	37	36	97.3	48.6	40.9

TABLE 11

ENGLISH 56

2903

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	22	12	54.5	52.5	47.2
02	25	15	60.0	56.7	44.3
03	26	17	65.4	52.1	45.6
04	28	15	53.6	53.7	46.7
05	25	11	44.0	57.1	49.5
06	30	15	50.0	48.1	46.8
07	30	19	63.3	51.4	45.1
08	25	12	48.0	52.7	45.9
09	19	12	63.2	53.3	45.3
10	12	8	66.7	50.8	46.5
81	26	15	57.7	49.6	45.2
82	26	18	69.2	54.6	46.6
91	9	5	55.5	56.6	47.2
TOTALS	303	174	57.1	52.7	46.1

TABLE 12

ENGLISH 55

2902

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	28	27	96.4	35.0	30.4
02	26	26	100.0	36.1	30.4
03	25	23	92.0	40.1	28.5
04	29	27	93.1	36.6	31.4
05	14	14	100.0	34.6	31.1
06	26	24	92.3	38.0	31.7
07	36	33	91.7	33.7	30.2
09	22	17	77.3	40.3	30.8
81	51	42	82.4	35.4	30.5
83	18	17	94.4	41.2	31.5
84	21	20	95.2	36.2	31.5
85	22	18	81.8	35.6	29.5
91	12	11	91.7	49.0	37.5
92	16	11	68.8	47.5	35.7
TOTALS	346	310	89.6	37.4	31.0

TABLE 13

ENGLISH 72 - 73 - 74

2925 - 2930 - 2933

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED READING	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
2925-01 (72)	12	10	83.3	55.4	48.2
2930-01 (73)	16	10	62.5	62.6	50.6
2933-01 (74)	15	14	93.3	53.3	42.6
TOTAL	43	34	79.1	56.6	46.6

ENGLISH 71

2923

01	18	16	88.9	47.9	41.1
02	22	21	95.5	46.1	38.0
03	21	20	95.2	44.0	40.8
04	28	25	89.3	47.6	41.4
05	18	14	77.8	44.3	38.2
06	25	23	92.0	39.5	33.9
07	22	22	100.0	40.2	34.4
82	28	26	92.9	44.8	38.6
TOTAL	182	167	91.8	44.2	38.2

TABLE 14

ENGLISH 70

2919

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED READING	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	20	19	95.0	28.2	23.9
02	19	19	100.0	32.1	29.8
03	12	10	83.3	28.4	26.6
04	26	23	88.5	34.0	31.7
05	17	15	88.2	27.7	30.6
06	23	20	87.0	27.7	26.2
81	41	38	92.7	28.0	27.9
TOTALS	158	144	91.1	29.5	28.5

TABLE 15

ENGLISH 1A OUTREACH CLASSES

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
		DAVIS CENTER EVENING CLASSES			
2759-91 (1A)	28	14	50.0	67.9	59.5
		MATHER AIR FORCE BASE			
2759-92 (1A)	32	19	59.4	69.5	58.8
2759-71 (1A)	16	10	62.5	67.4	58.6
		WASHINGTON BARRIO			
2759-93 (1A)	12	2	16.7	64.0	59.5

TABLE 16

ENGLISH AS A SECOND LANGUAGE 1

E.S.L. SPRING SEMESTER 1982

2970

CODE	NUMBER ENROLLED	NUMBER BY CLASS PLACEMENT	NUMBER BY ASSESSMENT	PERCENT BY ASSESSMENT	AVERAGE CONVERTED SCORES
01	20	3	17	85.0	55.2
02	26	8	18	69.2	59.8
03	21	3	18	85.7	60.4
04	22	7	15	68.2	59.2
05	19	7	12	63.2	54.4
06	16	7	9	56.3	57.4
TOTALS	124	35	89	71.8	58.0

ENGLISH AS A SECOND LANGUAGE 2

2974

01	24	7	17	70.8	55.3
02	25	4	21	84.0	56.8
03	26	8	18	69.2	56.8
04	26	9	17	65.4	59.0
05	22	10	12	54.5	58.2
06	17	6	11	64.7	59.7
81	15	3	12	80.0	57.9
TOTALS	155	47	108	69.7	57.5

TABLE 17

ENGLISH AS A SECOND LANGUAGE 11

E.S.L. SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER BY CLASS PLACEMENT	NUMBER BY ASSESSMENT	PERCENT BY ASSESSMENT	AVERAGE CONVERTED SCORES
01	22	8	14	63.6	57.1
02	28	13	15	53.6	58.9
03	28	9	19	67.9	59.2
04	31	11	20	64.5	56.9
05	18	7	11	61.1	56.7
TOTALS	127	48	79	62.2	57.8

TABLE 18

ENGLISH AS A SECOND LANGUAGE 3 - 4 - 5

E.S.L. SPRING SEMESTER 1982

2978

CODE	NUMBER ENROLLED	NUMBER BY CLASS PLACEMENT	NUMBER BY ASSESSMENT	PERCENT BY ASSESSMENT	AVERAGE CONVERTED SCORES
01	33	29	4	12.1	74.0
02	27	23	4	14.8	72.8
03	34	27	7	20.6	75.7
04	31	23	8	25.8	74.3
TOTALS	125	102	23	18.4	74.4
		ENGLISH AS A SECOND LANGUAGE 4			
01	30	27	3	10.0	74.3
02	26	20	6	23.1	76.0
03	30	24	6	20.0	73.2
81	12	11	1	8.3	77.0
TOTALS	98	82	16	16.3	74.7
		ENGLISH AS A SECOND LANGUAGE 5			
01	22	18	4	18.2	84.0
02	22	19	3	13.6	85.3
TOTALS	44	37	7	15.9	84.6

TABLE 19

FAMILY AND CONSUMER SCIENCE 10 - 21 - 23

3308

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
10-01	51	38	74.5	55.9	48.6
02	46	33	71.7	54.5	48.2
03	49	25	51.0	54.2	50.0
04	46	32	69.6	53.3	50.6
05	48	20	41.7	57.4	47.8
06	48	30	62.5	51.2	45.7
07	52	28	53.8	52.3	46.8
08	40	19	47.5	46.9	40.5
09	47	32	68.1	47.8	45.9
10	36	15	41.7	49.9	46.7
11	31	14	45.2	55.7	48.6
81	43	9	20.9	58.6	53.6
82	46	11	23.9	50.1	43.5
83	42	13	31.0	54.1	46.3
84	49	12	24.5	56.7	50.8
91	40	10	25.0	58.9	54.0
92	17	6	35.3	49.7	37.5
21-01	22	12	54.5	56.3	49.7
23-01	26	14	53.8	43.6	38.2
25A	24	11	45.8	48.5	42.8
25B	18	6	33.3	53.2	43.3

TABLE 20

FAMILY AND CONSUMER SCIENCE 34 - 35

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
34-01	32	14	43.8	56.1	52.7
02	47	28	59.6	53.3	43.7
03	32	13	40.6	52.5	43.6
04	40	20	50.0	57.0	51.3
05	34	13	38.2	53.5	39.2
06	23	10	43.5	47.6	43.6
07	32	14	43.8	49.4	46.3
08	32	21	65.6	51.4	40.9
09	26	11	42.3	55.6	51.8
81	33	9	27.3	53.2	38.7
91	38	3	7.9	52.3	50.3
71	16	8	50.0	51.0	40.3
35-01	25	17	68.0	53.6	47.8
02	20	8	40.0	51.8	45.8
03	15	5	33.3	51.4	51.2
81	27	4	14.8	48.3	41.3
TOTALS	1,293	588	45.5	52.8	46.6

TABLE 21

GEOGRAPHY 1

3734

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	47	34	72.3	55.8	48.0
02	46	31	67.4	58.4	51.3
03	30	13	43.3	56.2	48.6
81	29	8	27.6	67.4	57.0
TOTALS	152	86	56.6	57.9	50.2

GEOGRAPHY 2

3738

01	57	27	47.4	52.7	47.6
02	37	19	51.4	44.1	44.6
81	38	11	28.9	59.4	51.4
TOTALS	132	57	43.2	51.1	47.6

TABLE 22

HEALTH EDUCATION 1

4056

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	41	23	56.1	50.3	46.4
02	89	41	46.1	47.6	46.4
03	102	60	58.8	53.2	49.2
04	48	27	56.3	53.2	48.6
05	48	30	62.5	55.1	49.2
06	52	37	71.2	54.9	47.5
07	37	29	78.4	56.7	49.9
08	45	16	35.6	59.0	50.1
09	107	68	63.6	51.5	46.9
81	44	22	50.6	57.0	51.6
82	46	16	34.8	54.1	49.6
TOTALS	659	369	56.0	53.2	48.4

TABLE 23

HIGHER EDUCATION LEARNING PACKAGE (H.E.L.P.) CLASSES

SPRING SEMESTER 1982

OPTION 1

CLASS	NUMBER ENROLLED	NUMBER ASSESSED READING	PERCENT ASSESSED READING	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
Psych 50	25	23	92.0	40.9	36.7
Speech 50	25	23	92.0	40.9	35.9
English 71	25	23	92.0	39.5	33.9
Math W	28	23	82.1	40.0	34.9
Tech 38	33	31	93.9	39.8	34.0
TOTALS	136	123	90.4	40.2	35.0

OPTION 2

Sociology 3	24	22	91.7	41.0	35.4
English 60	22	22	100.0	48.6	40.9
English 71	22	22	100.0	40.2	34.4
Human Dev. 1	20	19	95.0	41.4	35.6
TOTALS	88	85	96.6	40.7	37.3

TABLE 24

HISTORY 4 - 5 - 9 - 10

4113 - 4117 - 4126 - 4130

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
4-01	36	17	47.2	61.1	53.3
02	31	16	51.6	65.5	55.7
81	25	9	36.0	59.8	50.8
91	29	10	34.5	53.6	45.2
5-01	32	20	62.5	62.8	54.5
81	20	9	45.0	62.9	54.9
9-01	46	33	71.7	59.5	51.8
10-01	33	24	72.7	52.5	48.5
81	27	7	25.9	54.7	43.6
TOTALS	279	145	52.0	59.2	51.5

TABLE 25

HISTORY 14 - 15 - 16

4135 - 4139 - 4143

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
14-01	33	12	36.4	40.7	39.1
81	44	21	47.7	42.9	37.9
15-01	42	24	37.1	43.7	38.3
02	41	24	58.5	50.4	45.4
81	34	12	35.3	51.7	44.1
16-01	197	76	38.6	46.7	48.7
81	134	41	30.6	40.3	39.7
TOTALS	525	210	40.0	45.1	43.3
		HISTORY 19 - 20 - 23 - 28			
19-01	44	22	50.0	59.5	53.6
20-01	43	19	44.2	59.7	56.7
23-01	33	14	42.4	45.1	36.2
28-01	22	10	45.5	63.4	52.6
71	18	2	11.1	54.5	40.5
TOTALS	160	67	41.9	57.0	35.6

TABLE 26

HISTORY 17

4147

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	27	14	51.9	59.7	51.3
02	25	12	48.0	58.4	50.3
03	78	48	61.5	57.0	49.0
04	96	59	61.5	58.7	50.8
05	76	32	42.1	54.3	48.9
81	38	16	42.1	55.2	47.9
82	46	20	43.5	56.2	48.0
71	24	2	8.3	60.5	55.5
91	59	15	25.4	59.5	47.6
TOTALS	469	218	46.5	57.3	49.5

TABLE 27

HISTORY 18

4151

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	60	42	70.0	58.3	50.4
02	44	28	63.6	60.3	55.7
03	106	76	71.7	61.2	54.0
04	51	30	58.8	56.9	52.2
05	44	28	63.6	56.3	51.4
06	56	34	60.7	59.0	51.9
07	41	25	61.0	58.0	50.7
08	48	30	62.5	60.9	49.9
09	37	29	78.4	59.2	53.0
10	26	12	46.2	52.4	47.6
11	40	23	57.5	58.3	48.8
81	51	27	52.9	58.6	52.7
82	35	13	37.1	55.5	51.4
83	41	13	31.7	52.8	46.9
71	26	9	34.6	63.4	48.7
91	48	14	29.2	61.9	46.4
92	28	10	35.7	53.6	48.4
TOTALS	782	443	56.6	58.7	51.5

TABLE 28

HUMANITIES 1 - 2

4484 - 4488

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
1-01	40	29	72.5	59.6	50.7
02	51	36	70.6	55.6	49.1
03	40	25	62.5	60.0	50.4
04	27	7	25.9	49.4	42.4
06	43	23	53.5	58.8	52.7
81	43	19	44.2	59.0	50.3
2-01	23	13	56.5	56.8	51.5
02	55	33	60.0	57.2	53.4
03	35	16	45.7	54.3	46.8
81	42	11	26.2	51.8	46.4
TOTALS	399	212	53.1	57.2	50.3

TABLE 29

MATHEMATICS A

5160

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	29	11	37.9	56.2	45.9
02	42	26	61.9	59.1	50.4
03	42	24	57.1	54.6	48.3
04	41	27	65.9	51.4	46.6
05	35	16	45.7	56.2	51.3
06	34	15	44.1	51.1	42.7
07	42	27	64.3	58.6	49.6
08	41	18	43.9	57.9	51.4
09	37	20	54.1	60.8	48.8
10	33	16	48.5	55.0	45.6
81	49	19	38.8	55.5	45.2
82	48	16	33.3	59.0	52.1
83	36	11	30.6	60.5	47.9
84	42	14	33.3	54.2	47.6
91	27	6	22.2	58.0	48.6
92	26	5	19.2	66.0	58.2
TOTALS	604	271	44.9	56.6	48.4

TABLE 30

MATHEMATICS W - X

5174 - 5176

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
5174-01	50	25	50.0	41.8	39.2
02	25	13	52.0	37.3	36.9
03	23	14	60.9	56.5	47.1
04	49	20	40.8	43.9	36.5
05	36	20	55.6	42.9	32.6
06	33	16	48.5	42.8	36.8
07	19	10	52.6	34.2	24.5
08	28	23	82.1	40.0	34.9
81	37	17	45.9	46.3	41.3
82	42	21	50.0	41.7	35.1
91	18	6	33.3	43.3	34.7
5176-01	43	29	67.4	48.7	37.4
02	36	27	75.0	56.7	46.8
03	45	25	55.6	44.0	38.5
04	30	18	60.0	47.2	40.0
05	34	17	50.0	47.4	43.0
81	42	10	23.8	55.1	45.5
TOTALS	590	371	62.7	45.6	38.7

TABLE 31

MECHANICAL - ELECTRICAL - TECHNOLOGY

61 - 62 - 64 - 81 - 82 - 83 - 84 - 91 - 93

95 - 96 - 101 - 111 - 145 - 147 - 151

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
61-AA	24	23	95.8	62.2	47.2
AB	25	22	88.0	62.2	50.2
62-01	24	23	95.8	61.9	49.1
02	28	25	89.3	63.2	49.1
64-AA	24	16	66.7	61.9	45.2
AB	24	23	95.8	64.0	52.6
81-AA	19	16	84.2	64.4	45.7
AB	17	15	88.2	55.6	45.3
82-01	18	16	88.9	60.7	40.8
02	19	17	89.5	57.5	45.9
83-AA	17	14	82.4	62.5	50.3
AB	19	17	89.5	56.5	42.6
84-01	37	29	78.4	60.3	44.7
91-01	19	15	78.9	60.3	45.0
93-01	22	20	90.9	62.3	49.6
95-01	8	8	100.0	55.6	46.5
96-01	23	18	78.3	62.5	49.7
101	42	8	19.0	52.3	40.0
111	38	2	5.3	58.0	41.0
113	28	3	10.7	32.0	32.3

TABLE 31 Continued

MECHANICAL - ELECTRICAL - TECHNOLOGY

CODE	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
145	20	2	10.0	46.5	42.5
147	47	15	31.9	57.7	43.3
151	26	2	7.7	32.0	22.0
TOTAL	568	349	61.4	57.4	46.6

TABLE 32

METALS TECHNOLOGY

50 - 60 - 70

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
50-AA	17	9	52.9	48.2	45.5
60-AA	18	5	27.8	44.4	40.0
70-AA	16	6	37.5	56.0	44.0
TOTAL	51	20	39.2	49.6	43.6

MUSIC 11

5841

SPRING SEMESTER 1982

01	23	12	52.2	65.0	55.6
TOTAL	23	12	52.2	65.0	55.6

TABLE 33

PHILOSOPHY 4 - 5

6250 - 6254

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
4-01	77	53	68.8	59.0	51.3
02	86	49	57.0	58.9	51.5
03	44	18	40.9	61.5	55.6
81	51	13	25.5	61.1	56.3
82	13	1	7.7	67.0	62.0
92	34	12	35.3	63.1	53.1
91	28	8	28.6	58.5	49.4
5-01	32	13	40.6	53.0	50.6
TOTALS	365	167	45.8	59.3	52.3

PHILOSOPHY 6 - 9 - 21 - 23

6256 - 6267 - 6297

6-01	44	26	59.1	61.9	54.1
02	59	31	52.5	59.0	53.0
03	43	22	51.2	57.4	52.1
04	53	29	54.7	55.9	49.4
05	32	13	40.6	60.8	51.5
06	29	12	41.4	60.5	54.3
9-01	38	22	57.9	58.7	51.0
21-01	20	9	45.0	63.6	52.3
23-01	41	24	58.5	58.1	47.9
TOTALS	359	188	52.4	59.0	51.5

TABLE 34

PHYSICS 5A - 5B

7189

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
5A-AA	24	15	62.5	61.1	51.6
AB	17	6	35.3	50.8	47.5
TOTALS	41	21	51.2	58.1	50.4
5B-AA	22	7	31.8	60.6	51.6
AB	17	7	41.2	64.0	53.1
AC	22	12	54.5	59.9	58.5
PA	26	11	42.3	64.5	56.8
TOTALS	87	37	42.5	62.2	55.6
		PHYSICS 10			
		7198			
01	34	14	41.2	59.3	51.3
02	39	19	48.7	58.7	51.2
03	39	22	56.4	59.6	54.0
TOTALS	112	55	49.1	59.2	52.4
		PHYSICAL SCIENCE 1			
		7135			
AA	33	19	57.6	57.0	47.2
AB	29	21	72.4	57.1	51.3
TA	27	3	11.1	62.0	54.3
TOTALS	89	43	48.3	57.4	49.8

TABLE 35

PHOTOGRAPHY 40

6361

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
AA	22	7	31.8	40.0	45.7
AB	29	11	37.9	59.3	52.5
AC	24	11	45.8	60.3	51.5
AD	25	9	36.0	54.6	50.3
TOTALS	100	38	38.0	54.3	50.4

POLITICAL SCIENCE 1

7248

01	42	25	59.5	58.5	48.4
02	38	17	44.7	62.2	55.2
03	79	54	68.4	59.9	51.5
04	44	30	68.2	57.9	51.4
05	45	24	53.3	58.7	49.6
06	52	30	57.7	58.0	52.6
07	44	22	50.0	56.2	46.6
08	35	16	45.7	53.2	45.4
09	32	14	43.8	61.8	56.1
10	37	17	45.9	48.6	43.4
81	45	21	46.7	57.4	51.8
82	28	9	32.1	61.0	52.1
TOTALS	521	279	53.6	58.0	50.5

TABLE 36

PRINTING TECHNOLOGY 50

7465

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
AA	19	9	47.4	58.9	52.5
AB	18	5	27.8	60.8	52.0
PA	28	4	14.3	61.3	54.3
TOTAL	65	18	27.7	59.9	52.8

PSYCHOLOGY 2

7354

2-81	24	12	50.0	57.2	50.1
91	23	8	34.8	67.1	57.6
TOTAL	47	20	42.6	61.2	52.8

PSYCHOLOGY 3

7358

3-01	33	18	54.5	61.0	53.2

TABLE 37

PSYCHOLOGY 1

7350

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	118	68	57.6	51.2	48.9
02	40	17	42.5	62.9	52.4
03	43	26	60.5	55.7	50.8
04	45	33	73.3	55.9	51.8
05	44	27	61.4	56.6	51.2
06	33	29	87.9	46.6	41.0
07	38	32	84.2	61.9	51.3
08	45	28	62.2	52.1	47.1
09	85	45	52.9	60.2	52.4
10	45	20	44.4	57.0	52.5
81	35	10	28.6	61.6	57.2
82	51	13	25.5	54.4	53.7
83	44	16	36.4	59.7	56.0
91	25	8	32.0	57.0	49.6
71	24	11	45.8	64.1	51.0
92	31	6	19.4	45.8	41.6
TOTALS	746	389	52.1	55.9	50.6

TABLE 38

SOCIAL SCIENCE 32 - 33 - 43

7866 - 7868 - 7878

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
32-01	117	41	35.0	43.4	41.9
81	64	28	43.8	48.2	43.5
33-01	113	34	30.1	46.9	40.2
81	72	18	25.0	52.7	51.2
43-01	25	17	68.0	49.2	41.1
TOTALS	391	138	35.3	47.2	43.0

SOCIAL SCIENCE 56

7912

01	29	17	58.6	49.6	41.5
02	28	13	46.4	50.1	44.7
03	46	28	60.9	42.8	38.8
81	23	10	43.5	56.6	50.3
TOTALS	126	68	54.0	48.0	42.6

TABLE 39

SOCIOLOGY 1A

7960

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
1A-01	41	20	48.8	54.9	47.7
02	37	22	59.5	55.7	49.4
03	36	22	61.1	55.0	49.9
04	41	18	43.9	53.3	50.4
05	38	21	55.3	53.9	47.5
06	28	12	42.9	57.0	48.0
07	27	13	48.1	55.9	47.1
08	24	13	54.2	58.0	48.7
09	45	16	35.6	55.0	49.3
81	32	10	31.3	52.6	50.4
82	37	14	37.8	60.4	56.8
83	49	18	36.7	54.0	44.8
TOTALS	435	199	45.7	55.4	49.0

TABLE 40

SOCIOLOGY 3

7972

SPRING SEMESTER 1982

CODE	NUMBER ENROLLED	NUMBER ASSESSED BOTH R&E	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	38	25	65.8	52.5	50.6
02	36	16	44.4	53.6	47.1
03	41	16	39.0	51.4	48.6
04	27	12	44.4	53.8	48.9
05	26	12	46.2	47.7	43.2
06	20	10	50.0	48.1	42.6
07	24	22	91.7	41.0	35.4
81	29	11	37.9	47.1	42.8
82	34	6	17.6	48.0	46.7
91	21	4	19.0	58.3	55.3
92	40	16	40.0	52.7	45.1
TOTALS	336	150	44.6	50.4	45.4

TABLE 41

SPEECH 1 - 7 - 30

DISTRIBUTION OF ASSESSMENT AND AVERAGE SCORES BY CLASSES

SPRING SEMESTER 1982

SPEECH 1

CODE	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES	AVERAGE ENGLISH SCORES
01	30	14	46.7	64.5	49.9
02	31	20	64.5	54.3	47.8
03	28	17	60.7	62.2	53.7
04	27	14	51.9	60.6	55.0
05	25	13	52.0	61.5	56.3
06	25	15	60.0	58.5	52.3
07	38	15	39.5	51.8	40.5
81	41	11	26.8	47.2	41.9
TOTAL	245	119	48.6	57.7	49.8

SPEECH 7

01	26	16	61.5	56.9	47.9
02	21	11	52.4	60.5	48.6
03	27	15	55.6	45.7	41.4
04	24	16	66.7	55.3	47.4
81	30	8	26.7	48.3	44.5
82	24	8	33.3	66.9	57.9
TOTAL	152	74	48.7	54.9	47.4

SPEECH 30

01	22	5	22.7	47.0	49.0
02	16	2	12.5	23.5	16.0
TOTAL	38	7	18.4	40.3	38.0

TABLE 42

SPEECH 1 - 7 - 30

DISTRIBUTION OF GRADE EQUIVALENCIES IN CLASSES BY NUMBERS

SPEECH 1

CLASS	NUMBER ENROLLED	NUMBER ASSESSED	6th GRADE & BELOW	7 & 8	9	10	11	12	13 & ABOVE
01	30	14	0	0	0	0	1	1	12
02	31	20	2	2	0	3	2	2	9
03	28	17	0	0	0	2	2	0	13
04	27	14	0	0	1	3	0	2	8
05	25	13	0	0	0	2	1	4	6
06	25	15	0	0	0	4	2	2	7
07	38	15	2	2	0	2	1	2	6
81	41	11	2	2	0	4	0	0	3
TOTAL	245	119	6	6	1	20	9	13	64

SPEECH 7

01	26	16	1	0	1	1	1	3	9
02	21	11	0	0	1	2	0	0	8
03	27	15	3	1	1	5	1	0	4
04	24	16	1	0	0	7	1	0	7
81	30	8	0	2	1	1	2	1	1
82	24	8	0	0	0	0	0	1	7
TOTAL	152	74	5	3	4	16	5	5	36

SPEECH 30

01	22	5	2	0	0	0	0	1	2
02	16	2	2	0	0	0	0	0	0
TOTAL	38	7	4	0	0	0	0	1	2

TABLE 43

TECHNOLOGY 38

8482

SPRING SEMESTER 1982

SUBJECT	CODE	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES
Technology	38 01	8	5	62.5	50.2
	38 02	33	31	93.9	39.8
TOTAL		41	36	87.8	41.3

TECHNOLOGY 50

8484

Technology	50 AA	30	11	36.7	55.8
	50 BA	27	9	33.3	55.7
	50 CA	23	6	26.1	50.5
	50 PA	23	5	21.7	57.2
TOTAL		103	31	30.1	55.0

TECHNOLOGY 53

8490

Technology	53 AA	16	7	43.8	53.0
	53 BA	20	5	25.0	60.6
TOTAL		36	12	33.3	56.2

TABLE 44

TECHNOLOGY 55

8494

SPRING SEMESTER 1982

SUBJECT	CODE	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES
Technology	55 AA	19	8	42.1	53.1
	55 BA	15	5	33.3	59.8
	55 CA	12	8	66.7	48.6
	55 DA	13	5	38.5	59.0
	55 PA	12	3	25.0	59.7
TOTAL		71	29	40.8	54.7

TECHNOLOGY 60

8502

Technology	60 AA	21	12	57.1	59.8
	60 AB	21	14	66.7	57.9
	60 PA	15	6	40.0	60.8
TOTAL		57	32	56.1	59.2

TECHNOLOGY 61

8504

Technology	61 AA	26	10	38.5	61.4
TOTAL		26	10	38.5	61.4

TABLE 45

TECHNOLOGY 65

8510

SPRING SEMESTER 1982

SUBJECT	CODE	NUMBER ENROLLED	NUMBER ASSESSED	PERCENT ASSESSED	AVERAGE READING SCORES
Technology	65 AA	16	8	50.0	50.0
	65 BA	9	2	22.2	54.5
	65 CA	13	5	38.5	50.2
	65 DA	13	2	15.4	61.0
	65 PA	14	3	21.4	63.7
TOTAL		65	20	30.8	57.7
GRAND TOTAL Technology	38, 50, 53 55, 60, 61, 65	399	170	42.6	53.6

THEATRE ARTS 1 & 3

8567 - 8575

1-01	55	22	40.0	55.3	47.0
3-01	33	18	54.5	61.1	49.9
TOTAL	88	40	45.5	57.9	48.3

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